

THE INFLUENCE OF ONLINE READING HABIT ON READING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL MUHAMMADIYAH 1 OF PALEMBANG

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Abstrak

The Objective of this study was to know whether or not there is a significant influence of online reading habit on reading achievement of the eleventh grade students of Senior High School Muhammadiyah 1 of Palembang. The method of this study was Descriptive method. Next, The population of this study was all the students of the eleventh grade students of senior high school Muhammadiyah 1 of Palembang in academic years 2015/2016 consisted of 475 students. The researcher used the simple random sampling by taking five students every class. In collecting the data, the reseacher used questionnaire and reading test. In analyzing the data, the researcher applied the product moment correlation analysis and simple regression analysis in SPSS 16 software. Based on result of this study indicated that the correlation coefficient was 0.749 and the significant level was 0.01. Since the correlation coefficient obtained in this study was higher than r-table value, it was concluded that there was a correlation between students' online reading habit and their reading achievement. While the number of significant (2-tailed) obtained was 0.001 which was less than the critical limit of $\alpha = 0.05$, it means that there was a significant correlation between online reading habit and reading achievement. Based on the regression analysis, it was found that $R^2 = 0.561$ which implied that 56.1% of the students' reading achievement was contributed by their reading habit.

Keywords: The influence, online reading habit, reading achievement

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Introduction

Internet is one of the important media in this era which has been serving students' place for doing online reading habit. Amarony (2008) states, "online reading is a reading activity done by using internet as the tool to explore the reading sources for a course." (p.3) It means that online reading can support the students to read more, especially about education.

Online reading creates the literate people in this world and has been elaborating students' thinking and creating their ideas in their learning activity. Palani (2012) states, "online reading habit is an essential and important aspect for creating the literate society in this world because it has an impact on students which shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas." (p.11)

Doing online reading is to search any information covered by text, news and entertainment at once. Abidin, Mohhamadi and Jesmin (2011) claim, "online reading habit has an advantage in which online information which is an integration of text, graphics and sound attract the reader to pursue the internet as a source of information." (p.5) It implies that by doing online reading, readers do not only get information they want, but also sometime entertainment such as graphic like news feed and sport news, and music media from a reading sources they read.

Students who want to do online reading must get an access to the internet. Therefore, internet has become an important tool to search for information and reading educational materials that are needed for English lesson. Akyol (2010) states, "using technology, especially using

Internet in the ESL classes helps students to improve their language skills.” (p.230) In another word internet is a useful tool that the ESL/EFL teachers can use to improve students’ language learning especially in reading.

In relation to the availability of online reading materials for ESL/EFL students, Stem and Woolfe (2000, as cited in Al-Othman, 2003) claim that it has an important relation with reading habit. Stem and Woolfe (2000, as cited in Al-Othman, 2003, p.121) states, “reading habit is becoming more and more common in our daily life as the amount of reading material available online is rapidly increasing.” This statement shows that internet provides materials or information in form of online text and students as the users of the internet can do their reading online intensively that it can become a habit. Because reading plays a very important role in supporting students’ learning, it is worth saying that reading habit has a very important role in supporting students’ learning.

The importance of reading habit in helping students get succes in reading achievement. Shen (2006) states, “identifies reading habits, as how often, how much, and what the readers read.” (p.560) It means that reading habit is the activity done continuously which can support the students’ reading comprehension achievement.

As this technology develops, students can do online reading now. Abidin, Mohammadi and Jesmin (2011) state, “the students spend more time on reading online for information so that they develop a mode of thinking creatively and critically.” (p.3) It means that students who read a lot of online materials to support their study can become more creative and critical. Reading a lot of online reading can support students to build up their reading habit. Abidin et al. (2011) also point out that online information which is an integration of text, graphics and sound can attract students as internet users to make the internet as a source of information which can support to develop their online reading habit.

Ge and Ruan (2012) state, “people who do reading usually take the

development of technology especially internet.” (p.3) This suggest people who like reading and take the benefit of the development of technology by reading online can develop their online reading habit. Nowadays, many students use the internet as the learning medium to support their study. In another word, it can be concluded that reading a lot of online reading can support students to build up their reading habit. As students online reading built, their reading achievement might be influenced. Based on the background above, the formulation of the problem “is there any significant influence of online reading habit on reading achievement of the eleventh grade students of senior high school Muhammadiyah 1 of Palembang? Next, the objective of the study was to know whether or not there is a significant influence online reading habit on reading achievement of the eleventh grade students of Senior High School Muhammadiyah 1 of Palembang.

This study is significance that it can provide the writer with the information about the importance of reading online to support students’ learning. It is also hoped that the students who got involved in the study will see online reading as a way to read learning materials. The students will also not only see internet as a media for getting entertainment, but also as the media providing educational text which they can read online and help to develop their reading habit. The result of this study can also be used as a reference for those who want to focus on their investigation on reading online habit and reading achievement.

Online Reading Habit

The following are the operational definitions of the terms used in this study. Online reading habit refers to a reading activity done often or regularly by the students that uses the computer and the internet as the supporting media. Online reading habit as the supporting media can help develop students’ reading habit.

Reading Achievement

Reading achievement in this study refers to the outcome of the students' reading performance after taking the reading test as a measurement of their comprehension in reading. The words the influence of online reading habit on reading achievement are state as a influence of the students' online reading habit on students' reading achievement.

Definition of Reading

Onovughe (2012) states, "reading is the ability to interpret anything that is intended to convey a message or that which is to enable communication." (p.131) In another word reading is a demanded skill in which the readers must have the ability to analyze the message in the text. So that they can get an understanding of what a writer mean.

Surjosuseno (2011) states, "reading is an activity which people cannot measure while it is processing." (p.3) It can be seen when he result has been produced. For example, after students do their reading test which provides some reading texts and question based on the texts, the teacher can see the result of their reading activity by calculating the correct answer they had. However, while students are reading, the teacher is not able to measure their reading skill.

Bussière and Gluszynski (2004) state, "reading skills lie at the basis of all learning that in turn produces a knowledgeable society." (p.11) This statement implies that reading is a basic key in every learning to have knowledgeable people. They have a lot of information from the text they have read.

In addition, Al-Othman (2003) states, "the significance of reading as a major skill and of its sub-skills is attested for so that academic goals need to be pursued right from the beginning in second and foreign-language classroom setting, especially if the students are exacted to be involved in later academic pursuits at advanced levels." (p.120) Briefly, this statement implies that reading is an essential aspect to be pursued early by EFL/ESL students because it can give them benefit for their future study.

In English, reading is concerned as an important content that ESL/EFL students should have to do for every subject in their school. Anderson (2003, as cited in Kamran, 2013) states, "reading as an essential skill which is the most important skill to master for most of the learners of English in order to ensure success in learning." (p.30)

In addition, Cheng and Good (2009) state, "reading in English is perhaps the most important of the four language skills needed by students of any major and by future professionals." (p.138) This implies that reading is an important skill of the four skills in English which is obliged for students to master so that they can ensure success for their English study.

Reading Habit

Ögeyik and Akyay (2009) state, "reading habit is an important tool for the development of educational personalities and mental capacities of individuals." (p.12) It shows that reading habit might be said a way that students can develop their education and their mind of perception and creativity of knowledge. For continuous and regular progress in education process, learners need to enhance reading habits so as to fulfill their learning improvement (Ögeyik and Akyay, 2009). This implies that what students have to do is to have the habit so that they can enhance their studying progress in order to improve their reading achievement.

Palani (2012) states, "reading habit is an essential and important aspect which shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas." (p.90). Based on the statements, it can be concluded that reading habit is an activity which builds up the personality of an individual in thinking to get more information, knowledge and learning to various idea of things and their activities.

Reading Achievement

Algarabel (2001) states, "achievement means a thing that somebody has done successfully, especially using their own effort and skill." (p.44) It means that achievement is the result from what

someone has done. Students' reading achievement refers to what the students have learned, the knowledge, and skills they have acquired through experience in learning reading.

Isnian (2009) states, "achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his or her educational learning." (p.63) Explanation above show achievement as a result of learning. We can see the success of students in learning through their achievement. In this study, the writer saw the students' achievement in reading.

In this case, achievement is the result of the students where the students try to read from online reading. Students' reading achievement might be influenced by the online reading habit. Because online reading habit can increase the students to read more about the education text.

Reading Habit and Reading Achievement

Guillaume (2004) states, "reading habit is the ultimate way for students in taking the reading lessons or reading classes so that they will have the ability to comprehend what has been read to the means to get success in reading achievement." (p.97) This implies that those students who have reading habit will have a lot of knowledge for their reading lesson. Therefore, the students will have a good chance to be successful in reading achievement by having a lot of knowledge they got from their reading habit.

Reading habit that the students can have measure how well the students can improve their reading achievement. Reading habit is an activity where students can increase their reading achievement and understand how to be a good reader. So that reading habit is an influential aspect that students should have in improving their reading achievement.

Method of the Study

In this study, the researcher used descriptive method because it is a kind of method which involves the collection of the

data for the purposes of describing existing condition. Postlethwaite and Renandya (2005) state, "Describing research provides information about conditions, situations, and events that occur in the present." (p.21) In another word descriptive study is concerned with condition or relationship that exist, opinion that are held, processes that are going on, effect that are evidents or trends that are developing.

In doing this study, the researcher collected the data to find out and described the influence of online reading habit on reading achievement. The writer made a conclusion by examining whether there is a significant influence or not.

Population of the Study

This study, the population was taken the eleventh grade students of Senior High School Muhammadiyah 1 of Palembang in the academic year 2015/2016. The total of students was 475 students. Next, the researcher used simple random sampling as the way to sample the population. To select those students who do online reading, the writer randomly took five students every class. The researcher asked the students of the eleventh grade at Senior High School Muhammadiyah 1 of Palembang whether they do reading by using internet network or not in their daily life by providing a piece of paper containing one question about students in doing online reading habit to the students. The result showed that 28 students did reading by using internet network in their daily life. Therefore, the 28 students were got involved as the sample for this study.

Techniques for Data Collection

Creswell (2009) states, "a questionnaire is a form which is used in a study design in which the participant complete and return it to the researcher." (p.15) In this study, the writer used a closed questionnaire in which the writer provided a list of responses in form of multiple choice for the questions/statements. The writer used from the ready made questionnaire. The questionnaire consisted of 20 questions..

Furthermore, the researcher used ready made questions of reading test.

Reading test consisted of choices or multiple choices. Rothgeb (2009) states, “the paper based test contains about 40 multiple choice questions.” (p.10) In this study, the questions of reading test had 40 questions. The test was given after the students finish in doing the questionnaire.

Technique for Analyzing the Data

In this study, to find out the correlation between online reading habit and reading achievement of the eleventh grade students of Senior High School Muhammadiyah 1 of Palembang, the writer applied the Product Moment Correlation analysis in which the writer calculated the data by using SPSS 16 software. Furthermore, the researcher used simple regression analysis to see whether or not online reading habit contributes to the reading achievement. The regression analysis which is used in this study is provided by SPSS 16 software.

Findings

The Distribution of Students' Reading Test

The writer already made the result of the students' reading test. The result of the students' reading test distribution is shown in the table 1.

Table 1.Score Distribution of the Test

Score Range	Category	Number of Participants (N=28)
86-100	Excellent	6
71-85	Good	14
56-70	Average	7
41-55	Poor	1
0-40	Very Poor	0

There were 6 students who were in an excellent category, 14 students in a good category, 7 students in an average category, 1 student in a poor category and no one student in a very poor category.

The Result of Students' Online Reading Habit

In calculating the result of students' online reading habit, the researcher used gradation or level analysis. The result of students' online reading habit can be seen in table 2.

Table 2.The Result of Students' Online Reading Habit

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Statement 1	22	6	-	-
2. Statement 2	13	14	1	-
3. Statement 3	12	15	1	-
4. Statement 4	19	9	-	-
5. Statement 5	6	22	-	-
6. Statement 6	1	14	13	-
7. Statement 7	7	11	10	-
8. Statement 8	16	12	-	-
9. Statement 9	5	23	-	-
10. Statement 10	18	9	1	-
11. Statement 11	9	18	1	-
12. Statement 12	22	5	1	-
13. Statement 13	10	16	2	-
14. Statement 14	9	15	4	-
15. Statement 15	7	19	2	-
16. Statement 16	9	15	4	-
17. Statement 17	7	19	2	-
18. Statement 18	19	9	-	-
19. Statement 19	9	15	4	-
20. Statement 20	11	15	2	-

Based on the table 2, the researcher described the average score every statements in the questionnaire.

Q1: the grade for this question is $(22 \times 4) + (6 \times 3) = 106 : 28 = 3.78$
 Q2: the grade for this question is $(13 \times 4) + (14 \times 3) + (1 \times 2) = 96 : 28 = 3.42$
 Q3: the grade for this question is $(12 \times 4) + (15 \times 3) + (1 \times 2) = 95 : 28 = 3.39$
 Q4: the grade for this question is $(19 \times 4) + (9 \times 3) = 103 : 28 = 3.67$
 Q5: the grade for this question is $(6 \times 4) + (22 \times 3) = 90 : 28 = 3.21$
 Q6: the grade for this question is $(1 \times 4) + (14 \times 3) + (13 \times 2) = 72 : 28 = 2.57$
 Q7: the grade for this question is $(7 \times 4) + (11 \times 3) + (10 \times 2) = 81 : 28 = 2.89$
 Q8: the grade for this question is $(16 \times 4) + (12 \times 3) = 100 : 28 = 3.57$
 Q9: the grade for this question is $(5 \times 4) + (23 \times 3) = 89 : 28 = 3.17$
 Q10: the grade for this question is $(18 \times 4) + (9 \times 3) + (1 \times 2) = 101 : 28 = 3.60$
 Q11: the grade for this question is $(9 \times 4) + (18 \times 3) + (1 \times 2) = 92 : 28 = 3.28$
 Q12: the grade for this question is $(22 \times 4) + (5 \times 3) + (1 \times 2) = 105 : 28 = 3.75$
 Q13: the grade for this question is $(10 \times 4) + (16 \times 3) + (2 \times 2) = 92 : 28 = 3.28$
 Q14: the grade for this question is $(9 \times 4) + (15 \times 3) + (4 \times 2) = 89 : 28 = 3.17$
 Q15: the grade for this question is $(11 \times 4) + (15 \times 3) + (2 \times 2) = 97 : 28 = 3.46$
 Q16: the grade for this question is $(9 \times 4) + (15 \times 3) + (4 \times 2) = 89 : 28 = 3.17$
 Q17: the grade for this question is $(7 \times 4) + (19 \times 3) + (2 \times 2) = 89 : 28 = 3.17$
 Q18: the grade for this question is $(19 \times 4) + (9 \times 3) = 103 : 28 = 3.67$
 Q19: the grade for this question is $(9 \times 4) + (15 \times 3) + (4 \times 2) = 89 : 28 = 3.17$
 Q20: the grade for this question is $(11 \times 4) + (15 \times 3) + (2 \times 2) = 93 : 28 = 3.32$

From the result of data, the writer found that there was one question that has the highest grade (Q1), second level there was one question (Q12), third level there were two question (Q18, Q4), forth level there was one question (Q10), fifth level there was one question (Q8), sixth level there was one question (Q15), seventh level there was one question (Q2), eighth level there was one question (Q3), ninth level there was one question (Q20), tenth level there were two questions (Q11, Q13), eleventh level there was one question (Q5), twelfth level there ere five questions (Q9, Q14, Q16, Q17, Q19), thirteenth level there

was one question (Q7), fourteenth level there was one question (Q6).

The Result of Correlation Analysis

In this study, Product Moment Correlation was applied for seeing whether or not there was a significant correlation between students' online reading and reading achievement of the Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang. The result of correlation analysis can be seen in table 3.

Table 3. The Result of Correlation Analysis

		Online Reading Habit	Reading Achievement
OnlineReadingHabit	Pearson Correlation	1	.749**
	Sig. (2-tailed)		.001
	N	28	28
ReadingAchievement	Pearson Correlation	.749**	1
	Sig. (2-tailed)	.001	

	N	28	28
**. Correlation is significant at the 0.01 level (2-tailed).			

The result shown that, the correlation coefficient was 0.749 and the significant level was 0.01. Since the correlation coefficient obtained in this study was higher than r-table value, it was concluded that there was a correlation between students' online reading habit and their reading achievement. While the number of significant (2-tailed) obtained was 0.001 which was less than the critical limit of $\alpha = 0.05$, it means that there was a significant correlation between online reading habit and reading achievement.

The Simple Regression Analysis

The writer applied simple regression analysis for seeing how much students' online reading habit contributed to students' online reading achievement. The simple regression analysis which was used in this study was provided by SPSS 16 software. The Simple Regression analysis can be seen in table 4.

Table 4. Simple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 ^a	.561	.544	7.679
a. Predictors: (Constant), Online Reading Habit				

Based on the regression analysis, it was found that the $R^2 = 0.561$ which implied that 56.1% of the students' reading achievement was contributed by their online reading habit.

Interpretations

By analyzing the result of the reading test, the researcher found that the Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang agreed that internet supported students' reading habit. It was also supported by the students' reading habit result at the school in which more than half of the sample chose

strongly agree and agree options for each item of the questionnaire given.

Abidin et al. (2011) point out that online information which was an integration of text, graphics and sound can attract students as internet users to make the internet as a source of information which can support in developing their online reading habit. In fact, for the reading achievement the result were also good enough. It could be seen from their reading test values which have been provided in table 4.2 that there were 6 students who got the excellent category in their scores, 14 students who got good category in their scores, 7 students who got the average category scores, 1 student who got poor category score and no one student in very poor category.

In terms of the influence of online reading habit on students' reading achievement, the researcher found that there was a positive significant influence between them. It mean that the more students had online reading habit the better they got reading achievement. However, reading online reading habit was certainly not the only factor which affected students' reading achievement. Therefore, there might be other factors such as intention in learning English, background knowledge, joining English course which influenced their reading achievement.

Based on the result, after all the online reading habit was a good thing for the Eleventh Grade Students to have because it had a good impact for reading achievement. Therefore, it was good for students in developing and doing online reading as a part of their studying activities.

Conclusions

Based on the result achieved on this study, the number of correlation of both of the variables obtained was 0.001 in two tailed testing which is less than the critical limit of $\alpha = 0.05$. It implies that there is a significant correlation between online

reading habit and reading achievement of the Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang.

However, the contribution of online reading habit in influencing reading achievement was high enough. It is shown on the simple regression analysis in which online reading habit had 56.1% in influencing the students' reading achievement while the rests are other factors.

Time much in studying as their school, sometimes they need some sources which is required for their learning while they have their technological handphone or laptop but they haven't any internet connection to access that educational sources. Therefore, it might be appropriate for the school and other schools in Indonesia to provide the internet connection while wi-fi application are being featured by almost laptop and smartphone that Indonesia students nowadays.

Second, having the internet access at studying areas like school, course place and home does not surely guarantee that any site which is intended to be accessed by students is learning materials. But nowadays, the teachers and the parents should not be afraid of many bad sites such as porn sites and gambling game sites available on the internet because there have been so many internet filtering softwares such as K9 WEB software,- the greatest one which is most common used in filtering internet sites-, Net Nanny® and WebTitan web filter that are very useful to protect the students from many bad sites available on the internet. To use those software are very important to make sure that any site students access are the ones about education.

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